

<b>Coordinator</b>	<b>Rebecca Clark, Deputy Headteacher</b>
<b>Review Frequency</b>	<b>Every 3 years</b>
<b>Last reviewed</b>	<b>January 2020</b>
<b>Agreed by SLT on</b>	<b>January 2020</b>
<b>Agreed by Governors on</b>	<b>January 2020</b>
<b>Committee</b>	<b>Finance and Personnel Committee</b>
<b>The policy is communicated by the following means</b>	
<b>Governors</b>	<b>Consultation by e-mail and at meetings when reviewed and agreed</b>
<b>Staff</b>	<b>Policy folder on the staff shared drive</b>
<b>Parents</b>	<b>Website</b>
<b>Students</b>	<b>n/a</b>

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## **1.Aims**

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled students. The purpose of this policy is to meet the duty to promote equality of opportunity for disabled students, staff, parents and other users of the School.

Our School's accessibility plan is aimed at:

- Increasing the extent to which people with a disability can participate in the curriculum
- Improving the physical environment of the school to enable students with a disability to take better advantage of education, benefits, facilities and services provided, and
- Improving the delivery to disabled people of information which is provided in writing for people who are not disabled.

Our school motto is:

Be Proud. Have pride in yourself, your uniqueness, culture and heritage, have pride in your school and its community.

Aim High: Have personal goals; challenge yourself and don't settle for what is easily achieved.

Work Hard: Always try your very best with everything you do. Don't give up, persevere if things get challenging.

Be Nice: Treat others as you would like to be treated yourself.

No Excuses: Take responsibility for your actions at all times; if something goes wrong accept it, make it right and move on.

Our school fully supports the vision that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Inclusion definition that recognises that:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

In addition to this we have our Promoting Equality Statement that can be found on our website [www.sarahbonnell.net](http://www.sarahbonnell.net) and in Appendix 2 of this policy and Equalities Policy.

The school and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of the needs of those with SEN and Disability. Our school promotes inclusion and will take all reasonable steps to ensure that people with a disability or SEN are not discriminated against or treated less favourably than other people.

The school will work in partnership with the family and other agencies in the best interest of the student to maximise educational opportunity. We are committed to continuing staff training to enable staff to be effective in the education of young people with Special Educational Needs and Disabilities. We are committed to prioritising sufficient resources to support the actions identified in our accessibility policy and plan.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

## **2. Legislation and guidance**

This policy meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

We are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled student. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been disabled in the past. They are still covered by the legislation for the rest of their life. It is likely that every school in London has disabled student, staff members and service users.

## **3. Accessibility Plan**

- We arrived at actions in the plan by taking into consideration a range of things (some are listed below)
- The nature of our school's population for whom we plan
- A consideration of the impact of the school's existing plans and priorities

Student information includes a range of data:

- Students already in the school and moving through it
- The nature of the future intake (advance information from pre-school/primary school etc)

There will be regular audits of the school's strengths and weaknesses in working with students with a disability and students who come under the new codes for SEND. This might include:

- The level of staff awareness of Equalities legislation and the new codes for SEND
- The presence of students with a disability and their participation in the life of the school, for example, patterns of attendance and exclusions, areas of the curriculum to which students with a disability have limited or no

access, the participation of students with a disability in after school clubs and school visits, parts of the school to which students with a disability have no or limited access.

- The impact on students with a disability, of the way the school is organised, for example, school's policies and procedures around the administration of medicines, time-tabling, Behaviour Policy, trips and teaching and learning.
- The physical environment of the school
- The curriculum
- The ways in which information is currently provided for students and parents (and other users of the school) with a disability
- Outcomes for students with a disability including exams and end of key stage results and achievements in extracurricular activities

The plan was first drawn up under the Disability Equality Scheme (2006) and was informed by:

- The views and aspirations of students with a disability themselves
- The views and aspirations of the families of students with a disability
- The views and aspirations of other people with disabilities or voluntary organisations
- The priorities of the local authority

The plan addresses the three areas of improving:

- Access to the physical environment
- Access to education, benefits, facilities and services (the whole life of the school) and
- Access to information usually provided in written form

**Appendix 1 - Accessibility Audit of Premises**

<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of storeys	3 (G, 1 & 2) Staircases are kept clean, tidy and free from obstruction.	Premises team carry out regular site walks to maintain safe access	Site Supervisors	Ongoing
Corridor access	Corridors are wide with clear access maintained at all times.  Some low gradient ramps in place for accessible access.	Premises team carry out regular site walks to maintain safe access	Site Supervisors	Ongoing
Lifts	3 lifts available within the school for those with accessible needs.  Service level agreement in place to maintain all lifts.	Monthly inspection and annual service in place	Facility Manager	Ongoing
Parking bays	Disabled parking bays clearly marked and available for staff and visitors.	None required	Facility Manager	Ongoing
Entrances	All major entrances serviced by automatic doors.  Clear access maintained at all times.	Service level agreement in place to maintain all automatic doors	Facility Manager	Ongoing

**Appendix 2 - Accessibility Action Plan**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for students with a disability</p>	<p>The curriculum is reviewed annually to ensure it meets the needs of all students. Sarah Bonnell school offers an inclusive differentiated curriculum for all students.</p> <p>Tailored provision is provided for students who benefit from a personalised provision in literacy, numeracy and life skills. In Years 7-9 this is through the TG group and in Years 10 and 11, students follow the Rowling Pathway. The Rowling Pathway is led by specialist teachers and supported by experienced Teaching Assistants.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Disability Week is celebrated</p> <p>Progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>Staff briefings and Teaching and Learning Briefings are used to share information about student needs and Quality first teaching for all.</p>	<p>To review the TG provision half termly.</p> <p>To ensure all personalised pathways are regularly reviewed and planned accordingly in line with the Graduated Approach.</p> <p>To create enriching extra-curricular activities that extend the curriculum offer for all students with additional needs.</p>	<p>Inclusion meeting used to review student outcomes at termly intervals. Planning as a result of review to influence the next phase of provision.</p> <p>Full TG provision review to take place in Summer Term.</p> <p>Extended Learning Day meetings held in advance of each event to plan and prepare for inclusive activities across all year groups.</p> <p>Consult with specialist professionals on trips and visits as they are planned to enable all students to access fully.</p> <p>Utilise school portal, briefings and meetings share student updates.</p>	<p>HFS/ RCK</p> <p>HFS/ RCK</p> <p>HFS/ RAR</p> <p>HFS</p> <p>HFS</p>	<p>Termly</p> <p>Summer 2020</p> <p>Each ELD throughout year</p> <p>As and when required, as</p>	<p>All students will meet or exceed expected levels of social, emotional and academic progress through an outstanding inclusive curriculum.</p>



	Educational visits and events are planned with students needs in mind to ensure all students can access a range of curriculum experiences				per student profile.	
Improve and maintain access to the physical environment (Students and adults)	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	To ensure the 2020 Building project - Extension of Canteen and addition of a Music Hub is fully accessible to all students and adults.	<p>To ensure that accessibility for all i.e lifts and ramps is part of the planning conditions</p> <p>To ensure the plans for provision for access in and around the building during the period of construction take into account the needs of all students and adults.</p>	ZNO  ZNO	Feb 2020  Feb 2020	<p>The new build is fully accessible to all students, staff and visitors.</p> <p>Students with disabilities are able to move around the school during the construction freely and are able to access lifts and ramps.</p>
Improve the delivery of information to students and adults with a disability	<p>At Sarah Bonnell school we use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Large Screens around the school</li> <li>• Visual timetables</li> <li>• Pictorial or symbolic representations</li> <li>• Google classroom and other learning software</li> </ul>	<p>To develop a range of methods to ensure Information is fully accessible to all students and visitors.</p> <p>To continue to improve the communication of student needs or temporary disabilities so that students are able to access the correct support.</p>	<p>To review our methods of communication to visitors to the school. Taking into account the following .</p> <ul style="list-style-type: none"> <li>• Braille</li> <li>• Induction loops</li> </ul> <p>A&amp;I to provide students with cards to help them explain their medical need or disability.</p>	HFS  HFS	Ongoing and upon new diagnoses  On going	<p>Students and adults with sensory impairments will be able to access, navigate and communicate within all areas of the school.</p> <p>All students with a medical need or a disability have a card.</p>



### **Appendix 3 - Sarah Bonnell School Equalities Statement**

Sarah Bonnell School is an inclusive school that recognises and celebrates diversity and actively promotes equality. The principle of equality permeates all aspects of school life and is the responsibility of every member of the school and wider community. This statement is in line with our school values can 'Be Proud. Aim High. Work Hard. Be Nice. No Excuses'.

#### **Be Proud**

- Every member of our school community should feel safe, valued and that they are treated with fairness and respect.
- Everyone should be treated fairly, without discrimination and with respect to their human rights, regardless of their gender, race, age, disability, sexual orientation, language, HIV status, religion, national or social origin or class (EO Statement – Newham Council)

#### **Aim High**

- We will celebrate and value the achievements and contributions of all members of the school community.
- All students and staff will be supported and challenged to make progress regardless of their starting point, culture, gender or ethnic group

#### **Work Hard**

- The whole school community works together to ensure that equality of opportunity is available to all by understanding and removing barriers which could lead to unequal outcomes.
- The school curriculum provides rich opportunities to learn about our shared cultural heritage in order to celebrate diversity, challenge prejudice and promote equality.

#### **Be Nice**

- Sarah Bonnell is a school where we can learn and work together in harmony, free from harassment, prejudice and discrimination.
- Develop strong links and foster positive relationships with parents, carers and other members of the local community.

#### **No Excuses**

- Unlawful discrimination and prejudice have no place at Sarah Bonnell School.
- Language, behaviour and actions which go against the principles in this statement will be challenged and appropriate sanctions and support will be put in place.